

Interagency Outreach Training Initiative
Request for Proposals
Fiscal Year 2013

Background and Authority

The Interagency Outreach Training Initiative (IOTI) is a collaborative effort between Utah State University, state service agencies, and other organizations concerned with improving the lives of people with disabilities. The 1995 and 1996 Utah State Legislatures appropriated funds (HB 234 and HB 107, respectively) to Utah State University's Center for Persons with Disabilities to support an Interdisciplinary Outreach Training Initiative (IOTI). The IOTI's purpose is to support training that responds to needs identified by the collaborating IOTI organizations. The training is expected to address critical knowledge and skills gaps, particularly those that exist at the paraprofessional level, and to facilitate coordination of training efforts among disability service agencies and organizations in Utah. The Coordinating Council for People with Disabilities (CCPD) has identified guiding principles for funding projects under the IOTI. These include:

- Evidence that service agencies and organizations of people with disabilities and families participated in defining training needs.
- Evidence of collaboration across agencies and organizations in planning and conducting training.
- Responsiveness to the legislative intent: To bridge gaps in training and coordinate training across agencies and organizations of and for people with disabilities and their families.
- A focus on short-term funding for specific activities, especially for projects that build training capacity or resolve personnel development gaps in a timely way.
- Project designs that permit quick response to emerging training needs and that can be completed in 12 months or less.
- Evidence of intent to secure funding from sources other than IOTI for longer-term training.

Funding Available for Fiscal Year 2013 — Approximately \$300,000 is available to support training projects for FY 2013 (July 1, 2012 - June 30, 2013). This *Request for Proposals (RFP)* serves as an invitation for projects to address the needs described.

IOTI funds will be allocated on a short-term basis (i.e., annually) to address critical training gaps and shortages in Utah's disability community. Applicants may reapply for funding in subsequent years, but must re-compete for funding.

Eligible Applicants — Public agencies or private for-profit or not-for-profit organizations may apply. Applicant agencies must be legally **incorporated** in the state of Utah and able to furnish proof of Worker's Compensation and other liability **insurances**.

Proposal Requirements — Responding to this *RFP* is a two-step process: (1) A letter of intent to apply is submitted and reviewed by the IOTI Steering Council, and (2) the IOTI Steering Council then invites full proposals from applicants who submit the top-rated letters of intent. The ratings are based on the requirements listed herein. Both letters of intent and full proposals are sent by surface mail to Sharon Weston, IOTI Staff Assistant, Center for Persons with Disabilities, Utah State University, 6808 Old Main Hill, Logan, UT 84322-6808 (435-797-0134), by FAX 435-797-3944), OR by email to sharon.weston@usu.edu **Electronic submission is preferred.**

**NOTE: PROPOSALS THAT FAIL TO COMPLY WITH THE
SPECIFICATIONS DESCRIBED BELOW WILL NOT BE REVIEWED.**

STEP 1: LETTER OF INTENT TO APPLY.

A **one-page, single-sided** letter of intent to apply must be submitted. The letter of intent must be **typewritten in at least a 12 point** (e.g., Arial, Cambria, Times New Roman) **font with 1” margins** and include an abstract of the proposed project including: (1) training need being addressed and purpose of project, (2) training objectives, (3) nature and extent of proposed training activities, (4) description of how the training is interagency in scope or conduct, and (5) a statement describing the capability of the applicant to provide the training, including references to experience in similar or related efforts. *Please keep in mind that IOTI funds support training activities only, and not direct services.*

In addition to the Letter of Intent, please provide the completed Letter of Intent and Proposal Cover Sheet. It is the last page of this document.

LETTER OF INTENT AND COVER SHEET SUBMISSION DUE DATE: 5:00PM on WEDNESDAY, FEBRUARY 15, 2012.

Letters of intent and the accompanying cover sheet must be RECEIVED (via email, Fax or hand delivered) by 5:00PM on or before WEDNESDAY, FEBRUARY 15, 2012. The name, title, signature of the Authorized Representative and date on the cover sheet ARE NOT REQUIRED for the Letter of Intent step, only for the full proposal step.

Letters of Intent and cover sheets submitted by surface mail must be postmarked on or before WEDNESDAY, FEBRUARY 15, 2012. Applicants are responsible for ensuring that letters and cover sheets are submitted well in advance of the due date and time. Letters received after 5 pm on the due date or postmarked after the due date will be classified as late and will not be considered in the current competition. Letters may be emailed as an attachment in WordPerfect, Microsoft Word or PDF format to sharon.weston@usu.edu Please note that letters submitted electronically will be printed in the format received; we will not be responsible for changing or reformatting attachments in any way. Only one printed page (Letter of Intent) will be sent to reviewers. Letters will be reviewed and evaluated by the IOTI Steering Council. The Council will rank-order the letters based on quality, i.e., how the letter clearly addresses each of the required points listed above. Those applicants whose letters are determined to best address IOTI guiding principles and the training requested will be invited to submit full proposals. Written invitations to submit full proposals will be sent no later than March 16, 2012.

STEP 2: FULL PROPOSAL

FULL PROPOSAL DUE DATE: 5:00PM on WEDNESDAY APRIL 18, 2012.

The full proposal (unbound and suitable for duplication) **must be RECEIVED (via email, Fax or hand delivered) by 5:00PM on or before WEDNESDAY APRIL 18, 2012.** Full proposals submitted by surface mail must be postmarked on or before April 18, 2012. Electronic submissions (i.e., email) are preferred. Applicants are responsible for ensuring that full proposals are submitted well in advance of the due date and time. Proposals received after 5 pm on the due date or postmarked after the due date will be classified as late and will not be considered in the current

competition. Full proposals may be emailed as an attachment in WordPerfect, Microsoft Word or PDF format to sharon.weston@usu.edu. Please note that proposals submitted electronically will be printed in the format received. We will not be responsible for changing or reformatting attachments in any way. All supporting materials such as the letters of support to accompany the proposal must be received or postmarked by the submission due date.

Proposal Checklist:

- Cover sheet - Please use the signed Letter of Intent and Proposal Cover Sheet form attached as the last page of this RFP. It will likely be the same or very similar to the cover sheet you submitted with the Letter of Intent.
- Abstract – The abstract is limited to one page (may be single spaced, with 1-inch margins).
- Narrative – The proposal narrative must not exceed 15 pages. It must be double-spaced using a 12-point font (e.g., Arial, Cambria, Times New Roman), single-sided, on 8.5” x 11” paper with at least 1” margins. Text contained within tables may be single spaced. All required information (as described in the following section) with the exception of the abstract and the progress report must be contained within the 15-page narrative and may **not** be appended. Explain acronyms and, if necessary, append a description of licensure, certification requirements, or professional standards to be addressed by the proposed training. If you use terminology or acronyms that may be unfamiliar to the reviewers, please provide an explanation. In other words, please avoid the use of professional jargon.
- Appendix – Appendix materials are limited to 10 pages and should include letters of support that document agreements with other agencies and organizations to collaborate (e.g., to participate in training) and abbreviated (2-page) resumes. Stories, individual tests and rating forms should not be included.
- Progress Reports – Progress reports that include summary data of outcomes to date are required of agencies that received prior-year funding for the same training topic as proposed in this submission. These are limited to 3 pages in length. This three page limit is in addition to the 10 page appendix section limit.

Full Proposal Content – Each proposal will be evaluated and points awarded according to the criteria listed below:

- 1. Statement of Need - (0 points)**
This should be a brief statement on which the proposal is based. If the proposal is submitted in the Field Initiated Training area, it is expected that the Applicant will provide data and a strong rationale for the proposal.
- 2. Objectives (20 points)**
Project objectives must relate to and address the described training needs. They should describe the population to be trained, the number of trainees and their geographical location, and the outcomes expected to result from training.
- 3. Work Plan (40 points)**
Describe the project activities, timeline, and the materials and procedures to be employed in training. The validity of materials and procedures for teaching should be explained. Innovative methods, especially those that employ current technology, are encouraged. The work plan should present a logical sequence of activities that project staff will conduct to accomplish project objectives. The activities should describe involvement of people with disabilities or family members and agencies other than the applicant in planning, conducting, and evaluating

training. A timeline specifying activities, persons responsible, person-days to be devoted to each activity, and completion dates should be included (see Figure 1). Cooperative arrangements between the applicant and other participating organizations should be described. (Letters documenting these arrangements are to be included as an appendix.) The starting date and ending date should be consistent with information provided for each training need.

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FIGURE 1
Template for Activity Timeline

ACTIVITY	PERSON(S) RESPONSIBLE	DAYS	COMPLETION DATE

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4. Evaluation Plan (15 points)

This plan should describe both process and outcome evaluation. Process evaluation should explain how the project will document that activities described in the work plan were completed. Outcome evaluation should specify what data will be collected to document outcomes that result from training. Where possible, use validated measurement instruments. The proposal should describe how the data will be analyzed and summarized. Quarterly progress reports and a final report including these data are required.

5. Capability of the Applicant (15 points)

This section should present information on the qualifications of the applicant organization and the staff who will conduct the training. Qualifications include past organizational experience in conducting similar training, as well as the teaching staff’s education and experience. The proposal must provide assurance that the applicant is legally incorporated and has liability insurances.

6. Budget and Budget Narrative (10 points)

Applicants should develop a line-item budget around the following major categories:

- Personnel
- Benefits
- Travel
- Supplies and Materials
- Subcontract
- Other

The line-item budget must show funds being requested from IOTI and may describe those being contributed as matching funds by the applicant and from other sources. Matching funds are desirable but not required. IOTI funds are to be used to support costs associated with training, not out-of-state travel, rent, or other costs tangential to addressing training needs in Utah. The budget narrative should describe how the funds from each line item will be spent to support the project’s accomplishment of its objectives.

Funding for IOTI is derived from state resources, and indirect costs (overhead costs) are not an allowable program budget item. Indirect costs may be included as an in-kind contribution.

PROPOSED TRAINING AREAS FOR IOTI FUNDING FY 2013 (July 1, 2012 – June 30, 2013)

As per long-standing IOTI policy, applications are invited in any of the training priority areas listed below. The IOTI Steering Council is not obligated to fund proposals in all proposed training priority areas. All proposals are evaluated individually, on their own merits, according to the criteria set forth in this Request for Proposals (RFP).

AREA ONE: Supported Employment/Customized Employment

General Description of the Training Requested and Rationale – Employers and disability provider agencies in Utah agree that a training program to prepare employment specialists and others who support individuals with disabilities in employment settings is a critical need. Those who provide this training must have an applied knowledge of job-focused supported employment and of customer-focused, customized employment and ways in which these two concepts complement each other to improve employment outcomes for individuals with significant disabilities.

Supported employment is paid, competitive employment in integrated work settings with on-going support for individuals with severe disabilities. It assumes that all people should have an opportunity to work in competitive, productive environments receiving fair wages; most people can work if provided the right kind of support; and, the labor market has a demand for those seeking this type of support. Customized employment espouses these assumptions and adds a fourth: the individual with a disability has a right to “discover” the types of jobs that may be of interest to him or her.

Participants (i.e., employment specialists) trained using IOTI funds must apply skills in employment settings as job coaches or supervisors. The curriculum should include effective instructional techniques that enable sharing of experiences and collaborative problem solving following initial training. The curriculum must include a series of core competencies for new employment specialists and may also include specialized training for current employment specialists.

Core training competencies for new employment specialists should be addressed in multiple sessions with a minimum of 24 direct contact hours. Training sessions for new specialists should occur over time (not to exceed 180 days per cohort) allowing for application and demonstration of mastered competencies. The list of core training competencies may be enhanced (see Training Needs Assessment section below). Current employment specialists (those who have already demonstrated core training competencies) may participate in core competency training “updates,” special topic training activities, and/or supervisory/management training activities with a minimum of 8 direct contact hours per year.

Core Training Competencies:

- Communicate effectively and respectfully with consumers, families, other providers
- Assist consumers to identify and access a variety of employment funding sources

- Understand and teach “soft skills” (e.g., appropriate dress, on-time, basic social skills) to consumers to enable their success in competitive job placements
- Market supported/customized employment opportunities to employers
- Develop job opportunities for individuals
- Understand the basics of the Americans with Disabilities Act (ADA) (Titles I and III, specifically)
- Identify and implement task accommodations and instructional approaches for skill acquisition
- Use natural community supports and professional supports
- Conduct job task analyses and develop appropriate training strategies
- Understand and apply a team approach to development and implementation of employment services
- Promote self-advocacy and individual empowerment
- Understand legal and practical issues of transition from school to work

Examples of Special Topic Issues:

- Specific agency funding requirements
- Positive behavioral supports
- Social Security work incentives
- Department of Labor regulations
- Advanced job development skills
- Advanced skill acquisition (i.e., instructional skills and techniques)
- Special issues with specific populations (e.g., deaf, deaf/blind, brain injury, mental illness, etc.)
- Development and implementation of employment goals and measurable objectives
- Supervision/management of employment provider networks
- Creative problem solving
- Staff resource allocation (staff assignments, job sites, etc.)

Additional required information:

Program Advisory Panel. A program advisory panel (PAP) should be convened and maintained with representation from the state agencies and service providers whose staff participate in the training activities. This group will assist with outlining specific training needs, assist in identifying funding sources to sustain this training program beyond the IOTI funding cycle, review summaries of training evaluations, and suggest curriculum changes to reflect best practices. A representative of the PAP must be designated to serve as a liaison to the Utah Coordinating Council for Persons with Disabilities (CCPD).

Use of existing needs assessment data. As part of the application process, a brief needs assessment should be conducted among disability service providers to assess and evaluate current training needs. Upon award, the successful applicant must demonstrate familiarity with the applicable recommendations of the 2005 Utah Symposium on Employment of People with Disabilities. With the assistance of the PAP, determine which supported employment competencies outlined by the Association of Persons in Supported Employment (APSE) apply to the specific needs identified in this needs assessment. Expand the list of core training competencies, as needed.

Evaluation. Pre- and post-training assessments should be conducted to evaluate participant learning. Other evaluation procedures (e.g., attendance, participant satisfaction, supervisor satisfaction) should be conducted for formative evaluation purposes. All evaluation data should be summarized for periodic review by the PAP and the IOTI Steering Council.

Follow Up with Participants. The training program should provide frequent, purposeful follow-up consultation with participants to reinforce core training competencies.

Coordination with other resources. The contractor should coordinate with other supported employment training resources to leverage additional training resources and/or avoid duplication. Organizational linkages should be maintained with the Utah Association of Community Providers (UACS) and with others, as deemed appropriate by the PAP. The contractor should incorporate applicable information identified in the USOR Supported Employment Standards and Evaluation document available from the USOR Employment Resource Center, 801-887-9530.

Certification/Credit. Training should comply with current certification requirements of state funding agencies. Applicants should indicate whether college credit or continuing education units may be available, and if so, how this will be accomplished.

Fees. The proposed budget may include reasonable and customary fees charged to participants who wish to earn course credit from an institution of higher education or purchase additional materials. The project will support travel expense reimbursement for participants who live far from training site(s).

Potential Population to Be Trained – It is estimated that in Utah approximately 250-300 direct service personnel work in the areas of supported and customized employment. Statewide, there are approximately 40-50 provider organizations that provide employment supports to individuals with developmental disabilities, serious mental illness, and other severe disabilities. In addition, personnel employed in secondary school transition programs require related skills and are a potential group of trainees/participants. Supervisors and managers in these programs also need training. **The IOTI Steering Council intends that the training focus in FY2013 include a greater number of supported employment trainees who serve adults with mental illness.**

Geographic Location of the Population to Be Trained – Supported employment and supported job-based training are potentially provided in every community in Utah. Training should be offered in rural areas and/or accommodations made for rural providers to access the training (e.g., through technology-mediated distance education). These funds are NOT to be used for online course curriculum development.

Training Materials – A comprehensive training manual should be available to all new participants. Special topic trainings should provide relevant materials to participants. Cost of materials should be identified in the budget.

Time Frame – Core training should offer at least 24 contact hours in multiple sessions within 180 days (for each training cohort) for new employment specialists with a reasonable break

between sessions to allow time for applied learning. A minimum of 8 direct contact hours per year is required for current employment specialists.

Funds Available – Proposals of up to \$75,000 will be considered.

AREA TWO: Adult Services (Transition)

General Description – Youth and young adults who leave the education system transition into a variety of environments that could better support their participation. Employment, community and social integration, health services, community social services are but just a few of the areas that “receive” youth from special education and related services systems. School-based transition efforts focus mainly on education to employment. Less common are training activities to assist youth to transition to non-employment activities. Research is clear that positive transition outcomes are most likely when a youth in transition is supported across the various environments in which s/he will interact as an adult. This priority is designed to provide focused training on broad transition issues. It can be focused on individual skill building of youth with disabilities, on representatives of “receiving” environments, on families of youth with disabilities, etc.

Potential Population to Be Trained – Proposals must describe proposed participants and methods of community outreach to recruit professionals and families of youth/young adults with disabilities. Proposals that document interagency collaboration to provide training will be given priority.

Geographic Location of Population to Be Trained – Proposals that provide statewide training will be given preference.

Training Materials – Preference will be given to proposals that use materials that have been demonstrated to be effective with the proposed audience and will be available beyond the period of IOTI funding. Preference is also given to projects that use innovative methods of delivery.

Funds Available – Proposals of up to \$40,000 will be considered.

AREA THREE: Family Preservation

General Description – The likelihood that children, teens and adults with cognitive and developmental disabilities will experience emotional, psychiatric and behavioral disorders is 3 to 4 times greater than for the general population. And, these individuals may have increased social service needs, increased involvement with the education system and/or increased involvement with the health care system. Families that have the added burden of immediate family members serving in the military experience an increased risk of serious mental and physical illness. Taken together, these demands can create tremendous stress on families. With the ongoing decreases in public funding for social services and supports, there is a critical need to assist families in the area of positive behavioral supports for their children and for developing and using positive stress coping mechanisms. Proposals that address this area of need should describe training philosophies and content such as (a) functional behavioral analysis, (b) the development of behavioral plans, (c) strategies of behavioral intervention, (d) requirements for behavioral intervention as defined by law, ethics, and the rights of

individuals, (e) techniques for avoiding conflict, and (f) teaching positive social skills and interactions. Preference will be given to proposals that offer on-site training and follow-up to assist families in the application of the skills taught.

Potential Population to Be Trained – Proposals must describe proposed participants and methods of community outreach to recruit families. Proposals that document interagency collaboration to provide training will be given priority.

Geographic Location of Population to Be Trained – Proposals that provide statewide training will be given preference.

Training Materials – Preference will be given to proposals that use materials that have been demonstrated to be effective with the proposed audience and will be available beyond the period of IOTI funding. Preference is also given to projects that use innovative methods of delivery.

Funds Available – Proposals of up to \$40,000 will be considered.

AREA FOUR: Guardianship Issues for People with Disabilities

General Description – Guardianship, or conservatorship, is the legal proceeding at the state level where an individual is appointed to exercise some or all of the legal rights of a person deemed by the court as being unable to make some or all decisions in a variety of life areas (e.g., finances, housing, health care). Families of children and adults with disabilities are often unaware of the advantages and disadvantages of guardianship relationships, their cost, and implications for their family member with a disability. Families are not fully aware of how guardianships are developed or dissolved. State and local service agency personnel likewise are not fully aware of the rights, responsibilities and limits of guardianship relationships. Training is needed for families and professionals regarding the myriad issues related to guardianship for people with disabilities.

Potential Population to Be Trained – Proposals must describe the proposed participants and methods for community outreach to recruit families and professionals. Proposals that document interagency collaboration to provide training will be given priority. The IOTI Steering Council will give additional priority to applications that focus training in the areas of mental illness and/or aging.

Geographic Location of Population to Be Trained – Proposals that provide statewide training will be given preference.

Training Materials – Preference will be given to proposals that use materials that have been demonstrated to be effective with the proposed audience and will be available beyond the period of IOTI funding. Preference is also given to projects that use innovative methods of delivery.

Funds Available – Proposals of up to \$40,000 will be considered.

AREA FIVE: Field Initiated Training

The Field Initiated category is for applicants to propose a training need and solution. Applicants should clearly describe the need for training and how it will meet the purposes of IOTI (see the Background and Authority section on page one of this document).

General Description of the Training Requested and Rationale – Proposals must include data that support the need for training in Utah and describe the intended participants and proposed content to address the identified need.

Potential Participants – To be determined by the applicant. Applications that provide training across agencies and organizations will be given preference.

Geographic Location of Population to Be Trained – To be determined by the applicant; preference is given to proposals that address a statewide need.

Training Materials – Preference will be given to proposals that use materials that have been demonstrated to be effective and that will be available beyond the period of IOTI funding. Innovative methods of delivery are encouraged.

Funds Available – Proposals of up to \$40,000 will be considered

